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ABSTRACT

To ensure that first-time educators in any of Ohio's 615 school systems have access to a supportive environment that would make their professional success more likely, in 1987 the state's Department of Education enacted a policy requiring all school districts to plan and implement programs that provide support to newly employed educators. Because no single "Entry Year Model" was mandated for adoption across the state, and because little direction was provided to school districts regarding the precise nature of the Entry Year Program, the project naturally became an activity of the Ohio Leadership in Educational Administration Development Center. To date, work related to the Entry Year Standard has revolved around two specific areas. First, a resource guide, which is summarized within this document, was developed containing nine chapters, each directed toward an important element of the standard to assist those persons responsible for the implementation of the program in the state's local school systems. And second, training activities designed to enable people to learn more about the concept of mentoring for beginning principals--a significant part of the Entry Year Standard--are being conducted around the state during this present year. The Ohio Entry Year Standard is appended. (KM)

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A RESOURCE GUIDE TO ASSIST LOCAL SCHOOLS SUPPORT BEGINNING ADMINISTRATORS

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A RESOURCE GUIDE TO ASSIST LOCAL SCHOOLS SUPPORT BEGINNING ADMINISTRATORS

In 1987, the Ohio Department of Education enacted a new policy that required all school districts within the state to plan and implement programs designed to prove support to newly-hired professional educators. The intent of this mandate was to make certain that individuals hired as teachers, counselors, social workers, psychologists, supervisors or administrators in any of the 615 school systems in Ohio, and without previous experience in the position for which they were hired, would have access to a supportive environment that would make it more likely that a person would succeed in a new job.

The Entry Year Standard has grown from a perceived need by practitioners across the state of Ohio who worked with the Department of Education to design approaches to helping beginning colleagues. The individual features of the Entry Year Program reflect the concerns of school personnel who want to see educational improvement derived from the improvement of leaders.

A significant part of the Entry Year Standard calls for the designation of experienced administrators to serve as career guides or mentors for beginning school administrators. It is desirable that mentors should have had successful experience in the specific roles in which they are mentoring. Mentors must be provided with sufficient training and time so that they can carry out their mentoring duties successfully.

Two primary issues underly the enactment of the Ohio Entry Year Standard:

1. There is a clear recognition that, in the next few years, there will be a need for many new school administrators to enter the field. For example, the Ohio Association of Elementary School Administrators has noted that as many as 50% of the state's elementary school principals may retire by 1990. It is possible that this turnover will not be quite this high, but it is clear that many newly-hired principals will be called upon to join the field in the next few years.

2. The second issue addresses the concern that many realities facing a new administrators cannot be addressed within a college or university atmosphere, but need to be learned on the job. There must be planned learning experiences provided to people when they take their first jobs, or there will continue to be significant problems with "reality shock" during their first year.

A statement of the Ohio Entry Year Standard is included in Appendix I of this paper.

There is no single "Entry Year Model" that has been mandated for adoption across the state of Ohio. Beginning administrators encounter unique problems on the job. School systems are expected to look at their own needs, characteristics, and priorities as a way too devise programs that fit the needs of their particular districts. This lack of prescription has led to some frustration on the part of some leaders across the state as they attempt to fulfill the state mandate. Little direction has been provided to school districts rearding the precise nature of the overall Entry Year Program. Systems across the state do not typically resist the notion that ongoing support should be available to new school personnel. However, there is a recognition that, because most school districts will not hire many new administrators at any one time, it may be difficult to develop local, comprehensive induction training programs. That is one of the most direct reasons why the mandated entry year program has become a natural activity of the Ohio LEAD Center.

The Ohio LEAD Center

In 1986, The U. S. Department of Education announced that it would make approximately $7 million in funding available to assist individual states in developing programs designed to promote programs and activities that would be useful to practicing and aspiring school administrators. What followed was the creation of LEAD (Leadership in Educational Administration Development) Centers in each of the 50 states. No nationwide model was prescribed for the Centers to follow, other than the fact that they should represent efforts to bring together practitioners of school administration, state

education agencies, and colleges and universities in developing activities designed to enhance preservice and inservice learning for school leaders.

In Ohio, the proposal submitted to the Department of Education called for the LEAD Center to serve as linkage agent that would unite the efforts of the state department of education, professional associations (elementary and secondary principal, superintendent, and school board groups), and the universities which were chartered to provide preservice administrator training in carrying out plans to improve preservice preparation programs and inservice education opportunities in the state. A governing board was formed, and an executive staff was named soon after the proposal was funded. Representatives of all participating agencies met periodically with the executive staff and governing board during the 1987-88 school year to discuss the nature of the long-term agenda for the Center. After several months of deliberations regarding possible objectives for the Ohio prpogram, it was decided that two particularly appropriate areas to be explored by the Center were the following:

1. The need to recruit women and minority educators to the field of educational administation.
2. The development of strategies that might be followed by local school systems across Ohio as they move toward compliance with the new Entry Year Standard of the Ohio Department of Education.

Task forces were formed to examine each of these two major areas. In the summer of 1988, two Associate Directors were named to the executive staff of the Center. One individual was made responsible for the women and minority recruitment focus, while the second Associate Director was made primarily responsible for activities related to the Entry Year Program.

To date, the work related to the Entry Year Standard has revolved around two specific tasks. First, a Resource Guide has been developed to assist those who will be responsible for the implementation of Entry Year Programs in local school systems across

the state (Daresh & Playko, 1989). Second, training activities designed to assist people who wish to learn more about the concept of mentoring for administrators, a key concept of the Entry Year Standard, are being carried out around the state during this present year.

Purposes and Focus of the Resource Guide

The Resource Guide developed by the Ohio LEAD Center has been designed to provide planners of professional development programs for school administrators, directors, and supervisors with background information for assistance with the design of local entry year programs. The focus is on the development of programs for school administrators. Many ideas associated with induction programs for teachers may also be helpful to those who use the Guide, and readers might also apply some of what is included to programs designed essentially for classroom teachers. Nevertheless, there are characteristics of the roles of the school administrator, director, or supervisor that are unique to the extent that the Resource Guide was developed.

The Resource Guide is not meant to be a precise blueprint or cook book that will offer users every answer to every single question related to the implementation of an entry year program. Rather, the intent is merely to provide broad descriptions of critical issues and concepts that deserve to be treated in any local program. The overriding view is that the nature of each school system is unique, and programs designed for the local level will only be effective if they feature activities and programs that reflect local condictions, concerns, and issues.

Content of the Resource Guide

The Resource Guide is comprised of nine chapters, each of which is directed toward an important element of the Entry Year Standard and practices that might be included in effective local adaptations of the standard.

The first chapter includes a review of the formal statement of

the Ohio Entry Year Standard. This is described so that readers of the Guide will be aware of legal requirements but, more importantly, be provided with a view that suggests that an effective local entry year program will always go beyond the minimal expectations of the state standard.

Chapter 2 provides background information related to the needs of beginning school administrators as the group to be served through the Resource Guide and the Entry Year Standard. The chapter begins with a review of recent research on beginning school administrators. It is noted that, while there is not a rich tradition of research into the problems faced by newcomers to the world of school administration, what is know provides some useful insights into the fact that beginners need special assistance and support, and that help should be directed toward some fairly clear and consistent themes. These themes include the fact that neophytes need to receive a great deal of "hands on" learning opportunities to acquire some of the critical skills of administrators. Second, entry year programs need to stress the development of strong norms of collegiality within those who are taking their first administrative jobs so that there can be a realization that a school administrator will rarely be effective by trying to "go at it alone." Third, entry year programs must include a component where people are able to test some of their fundamental assumptions and beliefs concerning the nature of power, authority, and leadership as they step into a principalship or some other administrative role. The chapter concludes with a description of a number of additional frameworks used to describe some critical skills that need to be demonstrated by beginning administrators.

The third chapter provides a review of some of the critical issues that need to be considered in the preparation of comprehensive programs of professional development for all school administrators. Included are descriptions of features of effective preservice preparation programs, induction activities, and ongoing inservice education opportunities for practicing school leaders. Five generic models of administrator inservice are included, and the various

strengths and limitations of each of these models is considered.

The next chapter provides a statement and description of a planning model that might be used by planners at the local level to develop an entry year program. The model is an adaptation of a similar process developed by the Ohio Department of Education to assist planners of local inservice and staff development programs. The model includes nine steps:

1. Establish a board policy on entry year programs;
2. Create a planning committee;
3. Conduct preliminary needs assessment;
4. Specify goals and objectives;
5. Identify requisite resources;
6. Design the program;
7. Develop a budget;
8. Implement the program;
9. Evaluate the program.

The fifth chapter is devoted to a consideration of some special issues that are likely to be faced by planners of local entry year programs for administrators. For example, there is a review of who the entry year administrator must be, both according to the state department standard and the needs of the local school district. Next, there is a consideration of who is a mentor. Finally, necessary local commitments are examined as they may apply to the implementation of effective entry year programs. The two most important issues considered here are commitment to professional development and incentives.

Chapter 6 provides a deeper review of the definition of mentoring as a central feature of an entry year program. Background information on mentoring is specified, along with a consideration of the various types of mentors that might be found in organizations. The chapter also includes a summary of characteristics of effective mentors who have worked with other aspiring and beginning school administrators. Finally, potential problems in mentoring are also

noted. Additional information concerning the use of mentors as part of administrative inductio programs is provided in yet another publication, Administrative Mentoring: A Training Manual (Daresh & Playko, 1990). This document is noted in the Reference section, and it is available from the Center for Educational Leadership at the University of Northern Colorado.

The next chapter looks at the corresponing issueof what proteges are. Characteristics of proteges are listed, along with a statement of the types of behaviors that are necessary to serve as the foundation for effective mentor-protegee relationships. Benefits to protegees and the processes used in matching mentors andfd proteges are noted.

Traiining for mentors is the central issue discussed in Chapter 9 of the Resource Guide. Included are fundamental assumptions related to effective training programs:

> Any system undertaking the establishment of a mentoring program to assist beginning administrators will take steps to establish trust and openness among the administrators of the district, will invest sufficient resources to support a mentoring program, will develop and maintain open and honest communication patterns, and will show awareness and sensitivity to the unique learning need of adults.

The chapter also includes a consideration of the skills needed for effective mentoring. These include observation skills, problem-solving skills, and conferencing skills. Finally, there is an examination of the knowledge base that might be consulted as part of programs for supporting beginning school administrators. Issues included here are such things as effective school research, research on instructional leadership, and ways of developing a professional identity among school administrators.

The last chapter of the Resource Guide describes a process that may be followed in envaluating a local entry year program. The relationship between evaluation and decision making is considered, along with the characteristics of effective evaluation. Types of evaluative measures are also revieved, alsong with a description of a generic model that may be consulted as program eveluation procedures are developed.

Summary

This paper provided a brief overview of the content and objectives of a document recently prepared by the Ohio LEAD Center as a way to support local school systems as they prepare to implement entry year programs for beginning school administrators. As similar programs are mandated across the nation, the material in this **Resource Guide** may serve as a useful model to be followed in other settings. We voice one word of caution, however. Simply stated, any effort to develop an entry year program must be consistent primarily with local conditions. We may suggest a pattern to be considered, but any similar effort must be based on a design that is unique to a particular setting.

References

Daresh, John C., & Playko, Marsha A. (1989). The Administrative Entry Year Program in Ohio: A Resource Guide. Westerville, OH: The Ohio LEAD Center.

Daresh, John C., & Playko, Marsha A. (1989). Administrative Mentoring: A Training Manual. Greeley, CO: University of Northern Colorado, Center for Educational Leadership.

APPENDIX I

THE OHIO ENTRY YEAR STANDARD

(A) DEFINITIONS

(1) "Entry Year Program" means a program of support provided by a school district pursuant to this rule to mee the unique needs of an individual in the first year of employment under a classroom teaching certificate or an educational personnel certificate.

(2) "Mentor" means a person assigned to provide professional support to an individual in the first year of employemnt under a classroom teaching certificate or an educational personnel certificate.

(B) REQUIREMENTS FOR AN ENTRY YEAR PROGRAM FOR CLASSROOM TEACHERS AND EDUCATIONAL PERSONNEL. THE ENTRY YEAR PROGRAM SHALL BE IMPLEMENTED IN ACCORDANCE WITH ADOPTED POLICIES WHICH ADDRESS PARAGRAPHS (B) (1) TO (B) (3) OF THIS RULE.

(1) Organization

(a) A statement of assurances, signed by the superintendent of the school district and filed with the Ohio Department of Education, shall indicate that the entry year program is provided in accordance with this rule for each person in the first year of employment under a classroom teaching certificate or an educational personnel certificate.

(b) A cooperative entry year program may be established with other school districts, provided the program is approved by the board of education of each participating school district.

(c) Provisions shall be made for the participation of currently employed experienced teachers in the planning of components of the entry year program which directly affect entry year classroom teachers.

(d) Provisions shall be made for the participation of currently employed experienced educational personnel in the planning of components of the entry year program which directly affect entry year persons employed under educational personnel certificates.

(e) Provisions may be made for the participation of one or more agencies, consultants, professional associations, and teacher preparation institutions in the planning, implementation, and evaluation of the entry year program.

(f) Criteria and procedures for selecting and assigning mentors shall be included in the plan for the entry year program.

(g) A description of the entry year program shall be on file at the office of the superintendent of the school district.

(h) At least one full-time equivalent mentor shall be assigned for each fourteen full-time equivalent first year individuals employed under a classroom teaching certificate or an educational personnel certificate.

(2) STRUCTURE

(a) Each entry year person shall be assigned a mentor for a period of one school year.

(b) Each entry year person shall be given an initial orientation on the following matters: (i) the pupils and the community to be served; (ii) school policies, procedures, and routines; (iii) courses of study, competency-based education programs, and responsibilities for lesson plans; (iv) the layout and facilities of the assigned school building or buildings; (v) the nature of the entry year program which will be provided; and (vi) additional information an entry year person may need to be adequately prepared for a specific assignment.

(c) Each entry year classroom teacher shall be provided with the following: (i) assistance in acquiring knowledge of the school curriculum, responsibilities for implementing that curriculum and the instructional resources available for such implementation; (ii) assistance with management tasks identified as especially difficult for entry year classroom teachers; and (iii) assistance in the improvement of instructional skills and classroom management.

(d) Educational personnel shall be provided ongoing assistance, with such assistance differentiated to provide for professional needs related to the specific assignment.

(e) A mentor assigned to an entry year classroom teacher or teachers shall be employed under a classroom teaching certificate, unless otherwise agreed to by the entry year classroom teacher or teachers.

(f) A mentor assigned to an entry year person or persons employed under a specific educational personnel certificate shall hold a similar educational personnel certificate, unless otherwise agreed to by the entry year person or persons.

(g) Mentors shall possess the following eligibility requirements: (i) experience and certification appropriate to the assignment of the entry year person or persons; (ii) knowledge, skills, attitudes, or values deemed essential for becoming an effective mentor.

(h) Mentors shall be provided with the following: (i) an orientation to mentoring responsibilitiesss; (ii) training in knowledge and skills necessary to perform mentoring responsibilities; and (iii) opportunities to consult with and otherwise assist the assigned entry year person or persons on a regular basis, with adequate time within the instructional day allocated for such consultation and assistance.

(3) EVALUATION AND REVISION

(a) The school district shall evaluate the entry year program at least every five years. Program administrators, mentors, and entry year persons shall be involved in the evaluation.

(b) Program revisions shall be documented through the attachment of an addendum to the original program plan or through the creation of a new program plan.

(4) AN ON-SITE EVALUATION OF THE ENTRY YEAR PROGRAM SHALL BE CONDUCTED ONCE EVERY FIVE YEARS BY THE DEPARTMENT OF EDUCATION TO DETERMINE COMPLIANCE WITH THIS RULE.